

DRAMA PUMP - RESEARCH AND RESOURCES

The Effects of Creative Drama as an Instructional Strategy to Enhance the Reading Comprehension Skills of Fifth-Grade Remedial Readers (DuPont, 1992 in *Critical Links*)

Discussion: Using classroom drama as an intervention strategy, the study attempted to develop significantly improved ability in the area of story comprehension for remedial readers in the fifth-grade. (Both acted out stories and test – CRT - read stories.)

Results: Significant “hard” quantitative support of the hypothesis. In another study, the results reversed negative social labeling due to poor reading to become self-confident about being insightful and expressive readers. (Reader’s Theatre)

Children’s Story Comprehension as a Result of Storytelling and Story Dramatization: A Study of the Child as Spectator and as Participant (Page, 1983 in *Critical Links*)

Discussion: Using storytelling and story dramatization as an intervention strategy, the study attempts to enhance comprehension among first-graders.

Results: The study reports several significant quantitative results. One is that children are more engaged during dramatizations than when just listening. Another is that several key ingredients of story understanding are better conveyed through drama: main idea, character identification, and character motivation. Both listening and doing drama were effective in promoting recall of story sequence, story details, and story vocabulary.

The Effect of Dramatic Play on Children’s Generation of Cohesive Text (Pellegrini, 1984 in *Critical Links*)

Discussion: Using drama and drawing as an intervention strategy, the study attempted to promote the use of contextually explicit language use in primary grade children.

Results: The use of dramatic play was significantly more likely to produce contextually explicit language use than either discussion or drawing – in other words, they were better able to communicate meaning to listeners that did not know the story after the use of dramatic play to think about, review, and otherwise process the story.

The Effect of Overt Dramatic Enactment on Communication Effectiveness and Role-Taking Ability (Lunz, 1974 – *Dissertation, Northwestern University*)

Discussion: Using classroom drama as an intervention strategy, the study attempted to enhance interpersonal communication and empathy skills. (Also supported by Wright, 1972 – *Dissertation, University of Minnesota*)

Results: Significant “hard” quantitative support for the hypotheses in both studies.

Heinig, Ruth. *Improvisation with Favorite Tales: Integrating Drama into the Reading-Writing Classroom*. (1992)

McCaslin, Nellie. *Creative Drama in the Classroom and Beyond*. (2000)

Lewis, Richard. (Collection) *Journeys: Prose by children of the English-speaking world*. (1969)

CRITICAL LINKS/Research: DANCE, DRAMA, MUSIC, VIS ARTS/:<http://www.aep-arts.org/>

SOCIAL & EMOTIONAL/Research: <http://www.csee.net/resources/BenefitsEQ.asp>